

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter discusses the review of related literature which includes the description about non-linguistic problems in learning writing. It will be further divided into ten, problems related to the students' attitude, teacher's attitude, friends' attitude, parents involvement, teaching method, teaching material, learning media, learning motivation, school facilities and environment.

#### **2.1. Definition of Non-linguistic Problems**

Non-linguistic problems are the problems that affect the language learning, Sadtono (1987). It refers to any problem which is unconnected to the linguistic ability. There are some kinds of non-linguistic problems in learning writing. They are student's roles, teacher's roles, friend's roles, parents' role, teacher's method, material, media, motivation, facilities, and environment.

#### **2.2 Non-linguistic problems focus on learning writing**

##### **2.2.1. Problems related to the students' attitude**

In teaching learning process, students become subjects of learning. They play an important part in the classroom. They come to the classroom with a different background, attitude, ability and style. In fact, they are different from others. Sadtono (1987) states that the basic aptitude of language comes from the student. Moreover, the ability and the level of language necessary was influenced by the age of the students. For example, the students want to write a paragraph but they cannot explore their idea because they only have a very little vocabulary,

then they give up to do the assignment. This kind of problem is caused by the student itself. In addition, the age of Junior High School students is about 13-15 years old. The level of student's language ability is low. There are some words that unfamiliar for them. Therefore, they should bring the dictionary to help them in learning English. Tulgar (2018) argues that the dictionary should be brought by the students because it can assist the students in learning a second language.

### **2.2.2 Problems related to the teacher's attitude**

A teacher has some responsibilities in the classroom. In today educational word, the teacher has an obligation to become a mentor, a facilitator, a guide and a controller to the students. Harmer (2001) argues that the most common thought of a role in which everything is controlled by the teacher. In addition, the teacher spends so much time with the students in school; she or he can become the student's second parent. Richards et al (2013) determines that the purpose of English teaching is to develop language proficiency among students. In fact, there are some requirements to become a second language teacher. First, a teacher has to master the language that will be taught. It includes four skills. These are reading, speaking, writing and listening. Second, a teacher should understand the theory of language teaching and the background of language. For example, the teacher of English who teach writing subject will explain about procedure text, so the teacher should know the generic structure of procedure text. Then, the teacher should demonstrate what students are going to do. Moreover, the teacher should give the feedback toward the students' assignment to improve their performance in writing. Srichanyachon (2012) points out that the teacher's feedback is really

important for students' writing task. It becomes a powerful tool in motivating the students in practicing writing.

### **2.2.3 Problems related to the friends' attitude in learning writing**

Friends are extremely important for the students because the students spend most of their time in the classroom. Moreover, the students need a conducive classroom; where the students need more concentration during the learning writing. Contrariwise, when most of the students are noisy, it will disturb students' concentration automatically. Munawaroh (2017) describes that when the classroom is not conducive, the students' will be not focus on the lesson. For example, the students tried to get focus during practicing writing but their friends urged them to talk at that time. Then, it will distract the students' concentration.

Sharing opinion among the students is needed. When the students have some difficulties toward the writing material, they can ask freely to their friends who can explain that is easily understandable. Students tend to have better performance when they can give and share the information toward the writing material with their friends. Altermatt (2007) concludes that giving and receiving the academic help among the students would play a significant roles toward the student's achievement. Poldin and Valeeva (2016) describe that students' academic successes are influenced by the people around them, friends and high-achieving classmates. For example, when friends had understanding about the writing material, they could explain the material easily to the students who still did not understand it.

#### **2.2.4 Problems related to the parents involvement**

A kid's education starts from home. The students spend most of their time in home rather than in a school. Moreover, Hamit (2002) as cited in Ceka and Murati (2016) explains that the roles of parents are very important for the personality development of the children. Basic traditional roles of being a parent are: manage home, educate, and support their children in every condition. In addition, another parent's role is to make possible learning of such actions: walking, talking, speaking, reading, and writing. It means that parents should give their best treatment toward their children. They should give their help toward students' homework. However, when the parents did not have the understanding toward the students' homework, it will affect the students' performance.

In order to facilitate the learning of these activities, parents must have patience and understanding of their children. The main goal here is to provide the children with the best possible education. Moreover, Matilov and Naum (2002) as cited in Ceka and Murati (2016) describe that the educational level of children is depended on the level of parent's education. It will affect the successful development of the children. In fact, the students spend more times at home to do their homework. Studies show that children who spend more time on homework will get better grades. Toward this condition, the role of parent is needed. Parents who play an active role in homework are putting their kids in the best position to succeed. For example, during the students are practicing writing, the role of parent is needed. When the students get stuck in writing a paragraph, then parents can give some ideas to explore their children's mind and help them to make the

paragraph coherence. If some parents want to look for, they can acknowledge what children already know, for example by saying, “You did a good job of writing”. This kind of action can help children stride advance to the next step.

#### **2.2.5 Problems related to the teacher’s method in teaching writing**

Method is how the teacher employs the material. According to Terrell & Brown (2000:171), “Method is generalized, prescribed set of classroom specification for accomplishing linguistic objectives”. Method tends to be primarily concerned with the teacher and students roles and behaviors. Djamarah (2010) states that the teacher should use an accurate and suitable method to achieve the goal of teaching. Indeed, the teacher should give an interesting method during the learning process, such as: playing game, watching video or film. For example, in teaching writing, the teacher can give some interesting methods. The teacher can use the game which is focussed on writing practice. The more appropriate methods that are used in teaching and learning process, the learning achievement will be optimized. Further, the teacher is also demanded to use various method during the class. It aims to make the students more enthusiast toward the material. Rohani (2014) claims that the teacher should use various methods in order to bring the atmosphere become interactive and made the students more active. While, if the methods used by the English teacher in teaching writing are monotonous, the students will get bored with the explanations that are too technical.

### **2.2.6 Problems related to the teaching material in writing**

Harmer (2009) states that the teacher should consider the teaching material that will be given to the learners. There are two factors that the teachers consider when they give the teaching material. Those factors are quality and quantity. The quality of the teaching material can be seen from its varieties, such as: structure, grammar, and vocabulary. The quantity can be seen from its intensities of the teaching, such as: the amount, the difficulties, and the complexities of the teaching material. The more the varieties and the intensities of the teaching material are the more complex the teaching will be.

In addition, the teacher can adopt a material to fit the instructional needs of a specific student and use it as a design, and make the materials. Teachers may use the available learning materials of writing like textbooks or develop their own by compiling from some sources such as newspaper, internet, article, and the like and then adapt them to adjust with learner needs. According to Woodward's (2001:16), "The more teachers can find out about their learners, the more information they have to help them to make choices in topics and material. Students can be involved in the decisions as well; they can be asked about what topics and materials they are interested."

"Students spend much classroom time working with instructional materials on their own; thus, it is important that the materials used not lead to frustration, failure, and the practicing of errors", (Mercer, 2011:130). For example, the teacher who teaches English especially writing, the first thing that they should pay attention is about the syllabus. In what grade they will teach

writing and what the materials are about. Then, the teachers should master and explain the material as clear as they can. If the teachers are not mastering the writing material, then the students will get nothing. Another example is, grade eight students are belong to beginner of English, so as that they only have some simple vocabularies and simple ideas in writing. If the teacher gives them complicated content or idea that they have to write, then the students will feel depression. Furthermore, the students cannot understand what the idea about and they cannot explore their thinking during writing.

#### **2.2.7 Problems related to the learning media in writing**

According to Arsyad (2009:4), “Learning media is a media that bring instructional purpose of messages or information of learning. This media engages the students, attracts students’ interest toward the subject, and aids student retention of knowledge.” Moreover, the teacher is demanded to use various media in teaching writing to make the students feel not bored. According to Harmer (2001: 134), “As a language teacher, we use variety of teaching aids to explain language meaning and construction, engage students in a topic or as the basis of a whole activity.” The use of media in teaching writing enables the students to see the concept and an example of the text easily. Moreover, teacher needs something to help them in presenting the writing material in order to make the teaching-learning process more life. In addition, students can create an attractive media in teaching writing. Ruis et al (2009) confirms that the teacher should use attractive media to make the students to make the students more interesting and enjoy during the laerning process. For example, students’ video project in doing

procedure text with their own group can be a power of learning experience. By doing this activity, the students will feel free to create what kind of media they want.

#### **2.2.8 Problems related to the learning motivation**

Learning motivation has the role to guide the learning activities of the students. Wahyuni (2007) indicates that the learning motivation gives a positive effect toward student's achievement. Low or high the learning achievement of the students is affected by the low or high level of student's learning motivation. Students, who have a big motivation will have a positive result toward study and the will mastering English easily.

Further, Mercer (2009) determines that any secondary students with learning problems have serious motivation problem about their schoolwork. If the students are motivated to learn something, they often can do more than anyone can do. Conversely, if the students are not particularly interested in learning something, the result will be not satisfying. For example, there are students who are not interested in English especially writing subject because they think that writing is a difficult subject. Consequently, during the class, they will not focus and get attention. Moreover, extrinsic motivation is also important for the students success in learning. Min (2010) as cited in Long, Ming, and Chen (2013) who underlines that extrinsic motivation is coming from the certain encouragement. However, if the students do not have the extrinsic motivation they will not have a desire to study more.



### **2.2.9 Problems related to the school facilities**

School facilities can be defined as something that enables the teacher to do his or her work very well and help the learners to learn effectively. Having rooms for learning in a good condition is very important for the students to achieve the academic result. Buckley, Schneider, and Shang (2004) point out those school facilities enable the teacher to accomplish his or her work to help the learner to achieve the goal of learning. Additionally, the availability of school facilities can attract the interest of the teacher to teach effectively and it also affects the student's academic achievement. Facilities, such as: library, language laboratory, and computer support the learning process. The availability of those school facilities will make the students are enthusiast and fell comfort. For example, when students learning writing subject, they need to go to library to look for some references about what topic they are going to write. The availability of the library will make the students get the access easily. They also can do their assignment with their friend in that place. However, Lyons (2001) argues that poor school facilities will influence the teacher effectiveness and the performance in teaching and learning process. Consequently, it negatively will give the impact to the student's achievement.

### **2.2.10 Problems related to the environment**

Environment is one of the aspects that affect the efficiency of learning process. Najike (2002) explains that the students' performance is mostly depended on the quality of their environment. The study shows how much environments affect the students' success. It findings show that students who learn in a positive

environment will get more concentration than those who are in a poor learning environments. Moreover, if the teacher provides a good environment, it will make the students are enthusiast to join the lesson. Schools that provide better environments could potentially reach a higher level of students' success. Munawaroh (2017) describes that when the classroom is not conducive, will affect the students' concentration will be distracted and they cannot focus on the lesson.

Moreover, the ideal environment should be arranged by the teacher to provide students in a better situation during the learning writing. Thus, the teacher should create a comfortable environment in the learning process. For example, during English class when the students were given writing task by their teacher, then the atmosphere should be quiet. Hence, when the students are writing, they need a silence environment because they need to focus and get concentration.

